

DOCUMENT RESUME

ED 333 397

CS 212 686

AUTHOR Collins, Norma, Comp.; Smith, Carl, Ed.
TITLE Writing as Exploration. Learning Package No. 31.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 53p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 (\$14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Creative Writing; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Journal Writing; Learning Processes; Self Expression; *Student Motivation; Student Writing Models; Teacher Student Relationship; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS *Expressive Writing

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on expressive writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED333397

ERIC/RCS
150 Smith Research Center
Indiana University
Bloomington, IN 47405

Learning Package #31

Writing as Exploration

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

DR. CARL SMITH

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

■ Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Writing as Exploration

by Norma Collins

(Lecture)

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

The term "expressive" writing was coined by language scholar James Britton (1975). It is the mode of writing which allows students to look within themselves and learn what they have to say. Expressive writing uses language which resembles a conversation. It may be in the form of a journal entry or a letter; it is "language close to the self" (Britton, 1975). Writing researcher Kinneavy (1971) supported Britton's view of expressive writing and listed the following kinds of writing as additional samples of expressive discourse: diaries, some book reviews, autobiographies, gripe sessions, apologies, and much ordinary conversation. Kinneavy pointed out that all discourse generally contains some aspect of expressive writing, and that expressive writing often contains elements of other modes of writing. Yet, it is the expressive component that "gives all discourse personal significance to the speaker or listener" (Kinneavy, 1971).

The research on expressive writing and the role of expressive writing in the classroom will be the focus of this lecture. Expressive language will be defined to as language that is used for exploration and discovery, and its contribution to personal growth

will be examined. The articles in this package were selected to extend this discussion, and to demonstrate some of the ways in which expressive writing has been used successfully in classrooms.

Let's begin by looking at the professional literature which addresses expressive writing. This literature suggests that writing which is traditionally used in classrooms to test previous learning must be replaced by writing that is used to explore new ideas (Applebee, 1981, 1984; Applebee, Langer, & Mullis, 1986). Researchers reported that students were asked to do little expressive writing in the majority of classrooms. Applebee and Langer (1984) reported that "personal writing and imaginative writing had almost no place in any of the textbook assignments" (p. 36). Yet, the Bullock Report (United Kingdom, 1975) acknowledged that expressive writing is important because of the role it plays as a means of learning and because of its importance to the general development of writing ability.

Editors of the *International Encyclopedia of Educational Research* (Husen, 1985) reported that beginning with expressive language--language used with one's self and intimates--control is gradually gained over the functions of language. "Personal, expressive language is important as the starting point for linguistic development and as the language in which people explore, speculate, mull over, and come to terms with new and unfamiliar

ideas and experiences" (p. 2880). As Britton (1975) acknowledged, language proficiency grows through an interaction of writing, talking, reading, and experience rather than through the acquisition of discrete skills taught in isolation. Britton concluded that language development is epitomized by ease in using language for an increasing range of purposes--e.g., intentional uses of language shared with the teacher as an audience rather than the teacher as evaluator.

Expressive writing is seen as one way in which a learner can use language to explore, to question, and to make sense of his or her world. It involves looking within one's self. Kinneavy (1971) postulated that the expressive mode is psychologically prior to other uses of language. Martin, Medway, Smith, and D'Arcy (1973) agreed, stating that expressive writing is the mode of discourse in which writers frame new ideas and that it is the most accessible mode in which to write. It is a vehicle for exploration and discovery. Students are successful with both reading and writing when they are able to draw on background experience and explore ideas that are of interest to them. Research on writing at the secondary level revealed that very little expressive writing occurred even though its relationship to learning and writing was acknowledged. Consistently, it was shown that writing must be motivated by a need to communicate. Teachers must value writing as an expression of what the writer has to say.

Britton (1970) ascertained that the language user is engaged in two specific interactions: the participant role and the spectator role. As participant, the student is engaged in language that is a means to some practical end beyond itself, such as informing, persuading, or explaining. Language in the spectator role is used to reflect on and enjoy experience, real or imagined, in which the recollection or the language itself is a central concern, rather than a means to a practical end. The practical importance of language in the participant role is evident, and it is reflected in virtually every school's emphasis on the development of writing to get things done--i.e., the transactional mode. Less well acknowledged is the importance of language in the spectator role in shaping perceptions, beliefs, attitudes, and values which influence actions (Britton, 1970).

Writers begin to explore their inner lives through reflective, expressive writing. It is an opportunity for students to think about their own thinking (Newkirk, 1985). Authors Mayher, Lester, and Pradl (1983) concur with Newkirk and state that it is through such writing as diary entries, autobiographical writing, responses to stories, and written statements of belief or philosophy that writers gain clarity and self-understanding.

Personal writing includes poems, stories, and plays, but it basically serves the purpose of self-discovery. One form of personal writing is journal writing. The following functions of

journal writing apply to writing in the expressive mode. According to Mayher, Lester, and Pradl (1983, p. 24), these experiences include:

1. Recording--setting down perceived information.
2. Responding--giving personal reaction to subject material or events.
3. Questioning--questioning the meaning of the content or observed event.
4. Rehearsing--trying on a new role or a new language by using jargon, syntax, and persona to characterize a subject.
5. Connecting--linking content of the subject area with other phenomena being experienced.
6. Consolidating--summarizing and integrating abstract concepts of a subject or a story.
7. Anticipating--speculating on what may come next or where learning is headed.
8. Inventing--creating stories, concepts, relationships, or insights not previously possessed.
9. Analyzing and synthesizing the teaching/learning process--articulating the strategies and forms of the teaching and learning of subjects being studied.

10. Analyzing and synthesizing the composing process--
reflecting on one's own process of a discipline or art
form.

These functions demonstrate the benefits that can be derived from writing in the expressive mode. The following dialogue between teacher/researchers John Mayher and Janet Emig extends the discussion of personal writing (Mayher et. al., 1983):

John Mayher: What's your feeling about personal or expressive writing as a way of increasing fluency and comfort in student writers?

Janet Emig: We're comfortable with personal writing in the elementary schools, but I think we move away from it as we get on to high school and college.

John Mayher: And that's hardly a good thing, as clearly adults also spend much of their time making connections on the basis of personal language.

Janet Emig: At all ages the opportunity to write personally infuses our essays, so there's a lovely interplay. Strengths in both are enhanced by this opportunity. I know that some teachers feel uncomfortable starting with personal writing for fear that something else will develop. We're not engaged in therapy, we're engaged in the learning and teaching of writing. But as teachers we're always focusing on the emerging text, or at least we should be, not on the person. It's the expression of a person that finds its way into a text. And that makes it a different kind of endeavor. (p. 39)

Mayher contends that public education encourages removal of personality from student writing, along with student confidence. He urges teachers to allow students to write in ways that develop the writer's voice and that refrain from censoring students for

sounding like themselves. The professional literature shows that writing is a complex developmental process with a broad range of writing functions and audiences (Moffett, 1983; Moffett & Wagner, 1983). Research reveals that students receive little opportunity to practice with different functions and audiences and to use writing to examine their own thoughts, feelings, and observations. The majority of school writing falls into the category Macrorie (1970) refers to as "Engfish" which is language that is pretentious and shallow. It is frequently "correct" but says nothing.

One way Macrorie found to minimize artificial, pretentious writing was through freewriting, which is discussed in your learning package articles. It is a way to encourage students to use language that is personal, honest, and "sounds" like the ones on the page. Macrorie contends that Dewey, in *School and Society* (first published in 1899) best described the nature and causes of voiceless student writing:

Think of the absurdity of having to teach language as a thing by itself. If there is anything the child will do before he goes to school, it is to talk of the things that interest him. But when there are no vital interests appealed to in the school, when language is used simply for the repetition of lessons, it is not surprising that one of the chief difficulties of school work has come to be instruction in the mother tongue. Since the language taught is unnatural, not growing out of the real desire to communicate vital impressions and convictions, the freedom of children in its use gradually disappears, until finally the high school teacher has to invent all kinds of devices to assist in getting any spontaneous and full use of speech. Moreover, when the language instinct is appealed to in a social way, there is a continual contact with reality. The result is that the child

always has something in his mind to talk about, he has something to say; he has a thought to express, and a thought is not a thought unless it is one's own. In the traditional method, the child must say something that he has merely learned. There is all the difference in the world between having something to say and having to say something. (p. 118)

Teacher/researcher Collins (1979) built a study around the claim that students have something to say. Her study examined whether the addition of expressive writing to a reading course for college freshmen would produce statistically significant gains in reading comprehension. The addition of the writing component did result in improved reading comprehension.

According to Collins (1979), expressive writing resembles written speech and reflects the ebb and flow of the writer's thoughts and feelings. Britton (1972) concurred when he described expressive language as that closest to self; language that psychologically precedes other forms of writing; language that the student uses to understand himself and his perceptions of the world.

A review of the professional literature reveals that students rarely have the opportunity to explore ideas in the expressive mode. In a nationwide study of expressive writing (National Assessment of Education Progress, 1976), 9-, 13-, 17-year-olds, and 26-to-35-year-old adults (approximately 2,500 in each age group) were asked to write about personal feelings and ideas. The study concluded that many students were never allowed to explore

writing as a tool for communication and self-discovery. Even though the ability to enter into certain expressive situations improved with age, almost half of all 17-year-olds were unable to write a competent expressive piece (Forbes, 1976).

According to Forbes (1976) self-expression is inextricably linked to individual growth and is often the mode of writing that addicts students to the act of writing. One program designed to promote expressive writing and to help students reveal thoughts and feelings is called *Composition for Personal Growth*. The program, begun in 1973, uses writing assignments to promote self awareness and positive relationships for students in grades 7 through 12. The goal of the curriculum is to develop student growth. According to authors Simon, Hawley, and Britton (1973), the teacher's role is to facilitate self-discovery. The authors defines writing as "sending messages one cares to send to a receiver one hopes to influence" (p. 13). Simon, Hawley, and Britton maintains that traditional writing assignments failed to accomplish this in several ways:

1. The assigned message often does not seem worth sending.
2. The receiver (teacher) may not be interested or susceptible to influence.
3. The message is generally less important than the style.

4. Writing is conducted in a strongly negative atmosphere.

In such a context, the response from the students often resembles "It's not worth doing," and "I couldn't do it anyway" (p. 14). The *Composition for Personal Growth* program was designed to counter that in the following ways:

1. Messages are worth sending: Messages important to the young person are ones related to questions such as, Who am I? What do I value? How am I perceived by others? How might I change?
2. Interested receivers susceptible to influence: The important audience to a young person is one related to his/her needs for identity and affiliation--peers, parents, teachers, self.
3. Real-world goals: The goal of the writers is to influence his/her audience, not only to write correctly.
4. Real-world feedback: Good writing influences its audience in the way the writer intended. Sharing writing and reactions with readers and other writers provides feedback.

The authors of the Personal Growth Program contend that such interactions as those described above are vehicles for growth and learning. These interactions reflect the same premise as

expressive writing, that the writer matters as much as his/her topic (Britton, 1982). According to Britton, expressive writing simulates the togetherness of expressive speech. The writer is aware of the presence of the reader, and the reader is aware of the presence of the writer. Expressive writing is that which "assumed an interest in the writer as well as what he had to say about the world" (p. 53). Expressive language serves the important function of allowing people to come together, to draft important ideas, to reveal an attitude as well as a message (Britton, 1982).

Psychologist Ira Progoff founded the National Intensive Journal Program on a similar premise. According to Progoff (1975), humans seek to discover and verify life's meaning. Writing was the tool Progoff utilized to allow his clients to examine their personal lives. Through writing, they were able to see an overview of their life patterns and were able to draw those inner processes forward. The writing provided a method for clients to understand cycles and transitions of their lives. Followers of Progoff's Intensive Journal Method used inner dialogue, personal feedback, and analytic and diagnostic steps to more fully connect with the movements of their lives. Progoff used the expressive mode for clarification and self-discovery. A discussion of Intensive Journaling is included in the articles in your packet. Progoff's use of language is compatible with Moffett's (1984) description of potential uses of writing.

According to Moffett, writing is revising inner speech. Composing consists of connecting--of rearranging inner material. The result of such activity is growth. As the student learns what he or she has to say through writing, the student gains understanding. When this self-understanding is coupled with a teacher who responds to the writing as a reader and not necessarily as an examiner, the student receives the message that he or she has something worthwhile to say (Graves, 1978).

In order for students to operate in the expressive mode effectively, an expressive relationship with the instructor is necessary. According to Britton (1972), students need someone interested in them and their writing. The expressive relationship called for by Britton requires a reconceptualization of the teacher's role in writing instruction. Applebee and Langer (1984) found that students who shared their writing as part of an instructional dialogue with the teacher reported significantly higher scores for overall fluency than did those students who addressed their papers to the teacher-as-examiner.

Applebee and Langer (1984) posed the following four questions in regard to writing and student learning:

1. Does the task permit students to develop their own meaning rather than following the dictates of the teacher or the text? Do the students have the opportunity to take ownership for what they are doing?

2. Is instructional assistance structured to model appropriate approaches to the task and lead to a natural sequence of thought and language?
3. Is the teacher's role collaborative rather than strictly evaluative?
4. Is external scaffolding removed as students internalize patterns and approaches needed? (p. 181)

Providing students with an expressive relationship stimulates feedback and serves a conversational purpose in shaping discourse and meaning (Husen, 1985). Macrorie (1970) explains what has typified the traditional dialogue students have with teachers when he states, "All those years I thought students needed to be forced. Because I was always telling them, they had no chance to tell me" (Preface).

Expressive writing allows students to look within themselves and learn what they have to say. The expressive relationship allows them to share their insights, questions, and speculations with others; it provides them with an opportunity to engage in expressive dialogue with the teacher. Research shows that students who feel respected and understood achieve more. (Aspy & Roebuck, 1976). Expressive writing is a tool for learning. We hope the articles in this packet will provide you with a rationale for using expressive writing in your classroom. The activities included in this package demonstrate ways to implement the expressive mode. Good luck to you and your students.

References

- Applebee, A. N. (1981). *Writing in the secondary school*. Urbana IL: National Council of Teachers of English.
- Applebee, A. N. (1984). *Contexts for learning to write*. Norwood, NJ: ABLEX.
- Applebee, A. N., Langer, J. A., & Mullis, I. V. S. (1986). *The writing report card: Writing achievement in American schools*. Princeton, NJ: Educational Testing Service.
- Aspy, D., & Roebuck, F. N. (1976). *A lever long enough*. Dallas: National Consortium for humanizing education.
- Britton, J. N. (1970). *Language and learning*. London: Allen Lane.
- Britton, J. (1972). *Writing to learn and learning to write: The humanity of English*. Urbana, IL: National Council of Teachers of English.
- Britton, J. (1982). Spectator role and the beginnings of writing. in G. M. Pradl, (Ed.), *Prospect and retrospect: Selected essays of James Britton* (pp. 46-67). Montclair, NJ: Boynton/Cook.
- Collins, C. (1979). The effect of writing experiences in the expressive mode upon the reading, self-esteem, attitudes, and academic achievement of freshmen in a college reading course (doctoral dissertation, Rutgers University, 1979). *Dissertation Abstracts International*, 40, p. 3804A.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- Forbes, R. H. (1976). *Expressive writing: Selected results from the second national assessment of writing*. (Writing Report No. 05-W-02). Denver, CO: Educational Commission of the States.
- Graves, D. (1978). *Balance the basics: Let them write*. New York: Ford Foundation.
- Husen, T. (Ed.). (1985). *The international encyclopedia of education research and studies* (Vol. 5). Oxford: Pergamon Press.

- Kinneavy, J. L. (1971). *A theory of discourse*. Englewood Cliff, NJ: Prentice-Hall.
- Macrorie, K. (1970). *Uptaught*. Rochelle Park, NY: Hayden.
- Mayher, J., Lester, N., & Pradl, G. (1983). *Learning to write/writing to learn*. Upper Montclair, NJ: Boynton/Cook.
- Martin, N., Medway, P., Smith, H., & D'Arcy, P. (1973). *Why Write?* London: London University Institute of Education.
- Moffett, J. (1983). *Teaching the universe of discourse*. Boston: Houghton Mifflin.
- Moffett, J. (1984). Reading and writing as meditation. In J. M. Jensen, (Ed.), *Composing and comprehending* (pp. 57-65). Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills.
- Moffett, J., & Wagner, B. J. (1983). *Student-centered language arts and reading, k-13*. Boston: Houghton Mifflin.
- Newkirk, T. (1985). On the inside were it counts. In J. Hansen, T. Newkirk, & D. Graves (Eds.), *Breaking ground: Teachers relate reading and writing in the elementary school* (pp. 111-119).
- Progoff, I. (1975). *At a journal workshop*. New York: Dialogue House Library.
- Simon, S. B., Hawley, R. C., & Britton, D. D. (1973). *Composition for personal growth: Values clarification through writing*. New York: Hart.
- United Kingdom Department of Education and Science. (1975). *Bullock report: A language for life*. London: Author.

Dialogue Journals

Teachers who want to involve every student, even the most reluctant, in a literacy practice which unites reading and writing and encourages thinking and reflection, may want to consider incorporating dialogue journals into their classroom practice. Dialogue journals use writing as a genuine means of communication between each student and the teacher, to get things done in the common life they share in the classroom.

What Is a Dialogue Journal?

A dialogue journal is a bound composition book in which each student carries on a private written conversation with the teacher for an extended period of time (school year, semester). Unlike much school-assigned writing, which is often only for purposes of evaluation, dialogue journals are *functional, interactive*, mostly about *self-generated topics*, and deeply embedded in the continuing life of the classroom. Both persons write to each other in an informal, direct style about topics of mutual interest, usually on a daily basis at elementary level, two or three times a week for older students. In a school year, even primary students can fill several composition books.

Dialogue journals serve as a bridge between natural spoken conversation, with its participants and turns, and the traditional classroom tasks of essay and report writing. They also allow students to develop more coherent self-expression and a personal "voice"—both essential aspects of writing which are often lost when basic composition skills are stressed.

Dialogue journals were developed over many years by a sixth-grade teacher, Leslie Reed, in Los Angeles, to meet several needs—to get to know her students better, to get feedback on lessons, to improve classroom discipline, and to involve each student in meaningful reading and writing. Extensive classroom observations and text analyses of dialogue journals have been conducted with both native and nonnative speakers of English (Staton 1980; Staton et al. 1987; Kreeft et al. 1985). They are now being used with first- through sixth-graders, with second language learners, with high school and college students in various content areas (Atwell 1984) and with special education populations (Baitea et al. 1986).

Some brief excerpts from dialogue journals in Leslie Reed's class are helpful for understanding their conversational, interactive nature.

Gordon: *I did terrible on the math homework from last night. Math was totally terrible. I hate math. I really do hate it!*

Mrs. R.: *Come on! Give yourself a chance. You hate every new math idea and in a couple of days you're saying "I like this—it's easy!" You'll catch on—let me help!*

Gordon: *That is not true! I did not say that about fractions—did I?*

* * * * *

Janinne: *I wish that I didn't win the Spelling Bee. I know I should be happy about winning but I feel worse than I ever did . . . I feel very much as if the whole world is against me. Even what I thought were my best of friends. The people I trusted now hate me. Why can't they understand?*

Mrs. R.: *It is difficult to understand—and I understand and share your weird feelings! . . . It is most difficult to be a good loser! Somehow being a loser you feel better if you can criticize or "tear down" the winner. The act of destroying the winner makes a poor loser feel better.*

Although each entry is brief, from a few sentences to a page in length, the same topics tend to be discussed and elaborated on for several days, creating extended writing opportunities. Such writing works best when teachers understand the need for students to "own" their writing, allowing students to write about whatever concerns or topics they feel are important on a given day. Students ask questions, complain about lessons, describe what happened on the playground or at home, reflect on why things happen, express personal feelings—in other words, they use written language in all the purposeful ways they use their spoken language.

What Are Some of the Benefits to Students?

Dialogue journals create a one-to-one relationship between student and teacher in which both academic and personal concerns may be discussed. The journals represent a concrete application of Vygotsky's theory that learning of functional human activities occurs first through the learner's cooperative participation in accomplishing tasks with a more experienced partner. What the learner can do with assistance today can be done unaided in the future. By creating a dialogue setting, the teacher supports the student's emerging reading and writing competencies and the acquisition of more complex reasoning skills (Kreeft 1984; Staton 1984).

But dialogue journals are not a method of instruction in specific skills; they provide opportunities to use newly acquired abilities in writing and reading. As with any truly individualized practice, each student benefits in a different way. Research has shown some of the following benefits:

1. Opportunities to engage in reflection about experiences and to think together with an adult about choices, problems, and ideas (Staton 1984).
2. Opportunities to engage in a natural, purposeful way in different kinds of writing—narration, description and argumentation, even poetry (Kreeft et al. 1985; Staton et al. 1987), and to use all the functions of language.

3. Opportunities to read a personalized text—that is, the teacher's written responses—about topics the student has initiated. The teacher's writing may often be more advanced and complex than textbooks that students are assigned to read (Gambrell 1985; Staton 1986).

Teachers of younger children find the dialogues particularly helpful in early stages of literacy instruction. The interactive dialogue, with just a few sentences each day, makes use of the young child's developed competence in oral language, as shown in this dialogue between a child (who is not yet a "reader," according to standardized tests) and her teacher, Marley Casagrande of Fairfax County.

Kelly: *I like the little red hen and Dick and Jane. I have problems some times Well I have this problem it is I am not very good on my writing.*

Mrs. C.: *I think you are a good writer. Keep on trying. I like the Little Red Hen, too, Kelly. Keep on writing!*

Kelly: *Oh kay. Do you have a problem. if you do I will help you and what are you going to be for Halloween.*

Mrs. C.: *I am going to be a farmer. I will wear overalls and a straw hat. Everybody has problems, Kelly. Some problems are big and some are small. One of my small problems is I can't stop eating chocolate when I see it.*

Studies also show that the more reluctant and least proficient writers are motivated to write in dialogue journals, and that this motivation can transfer to other writing tasks (Hays and Bahruth 1985). Over time, student entries increase in length, become more fluent, and show greater competency in focusing on a topic and elaborating on it (Staton et al. 1986).

For the ESL learner, there is an added benefit in this daily, continuous conversation: the teacher's responses provide clear, comprehensible language for students to absorb subconsciously as a model for language acquisition (Kreeft et al. 1985). Teachers become competent at writing to an optimally challenging level for each student, varying their language to ensure comprehension (Kreeft et al. 1985).

Students have their own way of explaining the benefits of dialogue journals to themselves:

The worksheets make you answer questions, but the dialogue journal makes *me* ask the questions, and then the teacher helps me think about possible answers. (Staton 1984)

What about the Time It Takes?

Incorporating dialogue journals into a teacher's daily schedule does take time, but that time is also useful for planning the next day's lessons, based in part on the information the dialogue journals provide. Teachers find that they enjoy responding in the journals and look forward to this time.

A second major benefit for teachers is that the dialogue journals seem to improve classroom management and discipline. The journals are a long-range technique for helping individual students learn how to manage their own actions. Teachers report that the individual dialogues help them reach students who are discipline problems or are often absent.

Dialogue, a newsletter on dialogue journals, is available from CLEAR (Center for Language Education and Research at the Center for Applied Linguistics), 1118 22nd Street NW, Washington, DC 20037. The list of several handbooks on the subject is now available (Baites et al. 1986).

Jana Staton
Center for Applied Linguistics
Washington, D.C.

References

- Atwell, Nancie. "Writing and Reading Literature from the Inside Out." *Language Arts* 61 (March 1984): 240-52.
- Baites, Cindy, Susan Searls, Jean C. Slobodzin, and Jana Staton. *It's Your Turn Now! Using Dialogue Journals with Deaf Students*. Washington, D.C.: Gallaudet Pre-College Program, 1986.
- Davis, Frances. "Why You Call Me Emigrant?: Dialogue Journal Writing with Migrant Youth." *Childhood Education* 60 (Nov./Dec. 1983): 110-11, 114-16.
- Gambrell, Linda B. "Dialogue Journals: Reading-Writing Interaction." *The Reading Teacher* 38 (February 1985): 512-15.
- Hayes, Curtis W., and Robert Bahruth. "Querer es poder." In *Breaking Ground: Teachers Relate Reading and Writing in the Elementary School*, ed. J. Hansen, T. Newkirk, and D. Graves. Portsmouth, N.H.: Heinemann, 1985.
- Kreeft, Joy, Roger Shuy, Jana Staton, Leslie Reed, and Robby Morray. *Student-Teacher Interactive Writing in the Learning of English as a Second Language*. Final Report to the National Institute of Education, 1985. ED 252 097.
- Kreeft, Joy. "Dialogue Writing: Bridge from Talk to Essay Writing." *Language Arts* 61 (February 1984): 141-50.
- Staton, Jana. "Writing and Counseling: Using a Dialogue Journal." *Language Arts* 57 (May 1980): 514-18.
- . "Thinking Together: Language Interaction in Children's Reasoning." In *Speaking and Writing, K-12: Classroom Strategies and the New Research*, ed. C. Thaiss and C. Suhor. Urbana, Ill.: National Council of Teachers of English, 1984. ED 247 607.
- . "Using Dialogue Journals for Developing Thinking, Reading, and Writing with Hearing-Impaired Students." *Volta Review* 87 (1985): 127-154.
- . "The Teacher as a Reading Text." *Greater Washington Reading Council Journal* 11, 1986.
- Staton, Jana, Roger Shuy, Joy Kreeft, and Leslie Reed. *Dialogue Journal Communication: Classroom, Linguistic, Social, and Cognitive Views*. Norwood, N.J.: Ablex, 1987. ED 214 196.



A Product of the ERIC Clearinghouse on Reading
and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801
1987



This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400-83-0025. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to English language arts specialists for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council of Teachers of English or the Office of Educational Research and Improvement.

BEST COPY AVAILABLE

Task #1

Goal Statement

Your Name: _____

Course #: _____

Learning package: _____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:

- 1) Identify the components of a formal reading program evaluation.
- 2) Analyze the characteristics of an effective reading program.
- 3) Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name: _____

Course #: _____

Learning Package: _____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)
2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)
3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)
4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.
2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.
3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.
4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.
5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you
6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Course Number _____

Date _____

Package Title _____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail ☐ copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

WRITING AS EXPLORATION

ERIC/RCS

Selected Abstracts from the ERIC Database



**ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847**

Sample ERIC Abstract

AN ED289160
 AU Binkley,-Marilyn-R.; And-Others
 TI Becoming a Nation of Readers: What Parents Can Do.
 CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
 PY 1988
 AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 (\$50).
 NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
 PR EDRS Price - MF01/PC02 Plus Postage.
 DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
 DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
 ID Reading-Motivation
 AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
 AU Author(s)
 TI Title
 CS Corporate source
 PY Actual or approximate publication date
 AV Source and price (availability)
 NT Pagination and additional information (such as legibility or related documents)
 PR Indicates availability of document from the ERIC Document Reproduction Service
 DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
 ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
 AB Summary

AN: ED287575

TI: All-Day Kindergarten Program. Final Evaluation Report, Fiscal 1986.

CS: Chicago Public Schools, Ill.

PY: 1987

NT: 33 p.; For Fiscal 1985 Final Evaluation Report, see PS 016 834.

PR: EDRS Price - MF01/PC02 Plus Postage.

DE: Affective-Measures; Attendance-; Language-Acquisition; Parent-Attitudes; Pretests-Posttests; Primary-Education; Program-Evaluation; Reading-Instruction; Teacher-Qualifications
DE: *Academic-Achievement; *Classroom-Techniques; *Educationally-Disadvantaged; *Kindergarten-; *Parent-Participation

AB: This report evaluated the fourth year of operation (1985-1986) of the Chapter 2 All-Day Kindergarten Program. The goals of this program were that the children attending show growth in reading readiness, acquisition of number concepts, and affective development. Principal findings note that (1) attendance rates were higher than citywide kindergarten rates; (2) there was a heavy academic emphasis in all areas, a finding which conflicts with recent research in early childhood education; (3) children made academic gains of 6-8 months in six months of instruction; (4) parent involvement in their child's school resulted in significant differences in children's academic gains; and (5) children's affective gains increased significantly. Recommendations include (1) establishing interest and learning centers and including dramatization to replace drill, isolated skill development, and ditto sheets; (2) including daily experiences with books; (3) including free writing by children, focussing on meaning rather than spelling and mechanics; (4) including language experience activities; (5) providing opportunities for extended conversations; (6) involving more parents in their child's education both at home and at school; and (7) possibly requiring an early childhood endorsement for teachers in order to assure that they are aware of developmentally appropriate activities for 5-year-olds. (PCB)

AN: EJ386924

AU: Bode, -Barbara-A.

TI: Dialogue Journal Writing.

PY: 1989

JN: Reading-Teacher; v42 n8 p568-71 Apr 1989

AV: UMI

NT: Special Issue: Empowering Both Teachers and Students.

DE: Elementary-Education; Student-Motivation; Teacher-Student-Relationship; Writing-Instruction

DE: *Journal-Writing; *Student-Journals

AB: Discusses the advantages of dialogue journal writing in

elementary education. Describes the organization of dialogue journal writing in a sixth grade classroom, noting that dialogue journals provide an ideal tool of empowerment for both students and teachers, and enable teachers to integrate reading and writing in a whole language approach. (MM)

AN: ED300816

AU: Bode,-Barbara-A.

TI: Dialogue Journal Writing as an Approach to Beginning Literacy Instruction.

PY: 1988

NT: 12 p.; Paper presented at the Annual Meeting of the Florida Reading Conference (Orlando, FL, October 12-15, 1988).

PR: EDRS Price - MF01/PC01 Plus Postage.

DE: Grade-1; Language-Arts; Primary-Education; Reading-Instruction; Writing-Instruction; Writing-Research

DE: *Journal-Writing; *Literacy-Education;

*Reading-Writing-Relationship; *Teaching-Methods

AB: There have been minimal investigations into the related processes of learning to read and to write and there is a real need for research to study reading and writing together in the beginning stages of literacy instruction. To determine an instructional approach for this integration, the effect on language arts achievement of dialogue journal writing between either parents or teachers and first grade students who were allowed to use invented spelling was studied. The three methods of teaching investigated were: dialogue journal writing with parents, dialogue journal writing with teachers, and a traditional language arts program. Subjects, 204 first grade students from three schools in a central Florida school district, were matched on achievement levels, socioeconomic status, and language arts curricula. One experimental group wrote in a dialogue journal with their parents at home three times per week. The other experimental group did the same, except with their teacher, in a dialogue journal. In both, children were encouraged to use invented spelling. The control group followed the traditional language arts curriculum. Findings suggest that the use of dialogue journal writing within the context of emergent literacy is not just a simple activity that integrates reading and writing but that it is an essential approach to beginning literacy whether it is administered by parent, teacher, or older student singly or in combination with each other. (One table of data is included, and 19 references are appended.) (MS)

AN: EJ363521

AU: Bowers,-Arla

TI: Creative C.O.W. or a Moo Is Worth a Thousand Words.

PY: 1987

JN: Pointer; v32 n1 p9-13 Fall 1987
 AV: UMI
 NT: For related information see EC 201 324 and 201 326-329.
 DE: Individualized-Instruction
 DE: *Creative-Writing; *Primary-Education; *Teaching-Methods;
 *Writing-Instruction
 AB: A teacher details a method, the Creative Concrete Operational Writing (Creative C.O.W.) program to provide an individualized structured approach to creative writing in the primary grades. Sample story plans and worksheets are included. (DB)

AN: EJ348978
 AU: Bruner, -Mark
 TI: Brief: Using Knuckles to Help Solve Writer's Block.
 PY: 1987
 JN: Language-Arts; v64 n4 p444-46 Apr 1987
 AV: UMI
 NT: Thematic Issue: Issues That Divide Us.
 DE: Elementary-Education; Poetry-; Writing-Processes
 DE: *Creative-Writing; *Creativity-; *Writing-Apprehension;
 *Writing-Instruction
 AB: Argues that the word "creativity" can inhibit students from writing because they feel what they write must be completely new and original. Offers suggestions for helping alleviate writing apprehension such as stream of consciousness writing or free writing. (SRT)

AN: EJ330436
 AU: Burton, -Grace-M.
 TI: Writing as a Way of Knowing in a Mathematics Education Class.
 PY: 1985
 JN: Arithmetic-Teacher; v33 n4 p40-45 Dec 1985
 AV: UMI
 DE: Elementary-Education; Evaluation-Criteria;
 Mathematics-Education
 DE: *Content-Area-Writing; *Elementary-School-Mathematics;
 *Mathematics-Instruction; *Writing-Evaluation; *Writing-Exercises
 AB: Discusses writing strategies that can be used in mathematics classes, including: (1) free writing; (2) writing in journals; (3) in-class writing; and (4) term papers. A checklist for evaluating student's writing is included and a rating scale for central idea, organization, development, style, and technical control is given. (JN)

AN: EJ367196
 AU: Buttery, -Thomas-J.; Reitzammer, -Ann-F.

TI: Creative Writing: A Study of Selected Story Stimuli on Second Grade Children.

PY: 1987

JN: Reading-Improvement; v24 n4 p262-66 Win 1987

AV: UMI

DE: Descriptive-Writing; Females-; Grade-2; Males-;

Picture-Books; Primary-Education; Writing-Research;

Writing-Skills

DE: *Creative-Writing; *Writing-Exercises

AB: Analyzes the creative writing of 94 second-grade children in a suburban elementary school, comparing boys' and girls' creative writings when the composition was elicited from realistic fiction, fantasy, and fantasy in conjunction with stuffed animals and wind-up toys. Also examines the combined creativity of boys' and girls' compositions and the three types of story stimuli.

(MM)

AN: ED271792

AU: Buxton,-Amity

TI: Children's Journals: Further Dimensions of Assessing Language Development.

CS: North Dakota Study Group on Evaluation, Grand Forks.

PY: 1982

NT: 68 p.

PR: EDRS Price - MF01/PC03 Plus Postage.

DE: Art-Expression; Child-Development; Creative-Thinking;

Evaluation-Methods; Freehand-Drawing; Language-Processing;

Primary-Education; Writing-Exercises; Writing-Instruction;

Writing-Research

DE: *Childrens-Art; *Creative-Writing; *Evaluation-Criteria;

*Holistic-Evaluation; *Language-Acquisition

AB: Analysis and assessment of young children's spontaneous writing and drawing in daily journals may focus on three significant dimensions: what, who, and how: what stands for thought and meaning; who, for person; and how, for form. These categories may be further divided. Thought and meaning include theme(s), organization, and vocabulary; person includes the approach or stance of the writer toward the subject, authorship or uniqueness, and authenticity or individuality of the writing; and form includes the interrelationships of writing and drawing, language structure, and mechanics. The teacher can use these dimensions to act as a responsive reader of children's journals, rather than a critic. This three-dimensional view of language development draws attention to the thinking and individuality of the students as well as to the form of their writing, while the inclusion of nonverbal symbols in the journals adds an important data source from which to interpret the expression of the students. The developmental approach affords a framework through which the significance of the data can be revealed. All of the teachers who have used the dimensions and assessment method have

reported that this approach has helped them to concentrate on the whole child as reflected in the child's writing and drawing. Samples of children's work are included. (SRT)

AN: EJ391891
 AU: Carter,-Dennis
 TI: Muddy Tracks: On the Poetry of Juniors.
 PY: 1989
 JN: Use-of-English; v40 n2 p11-18 Spr 1989
 DE: Elementary-Education; Foreign-Countries;
 Student-Writing-Models; Teaching-Methods
 DE: *Creative-Writing; *Poetry-; *Writing-Instruction
 AB: Explores the nature of children's poetry. Describes an underlying mechanism activated when children engage deeply, meditate unselfconsciously, and express those meditations through the act of writing. Urges teachers to incorporate into writing instruction children's natural inclination to play. (MM)

AN: EJ277938
 AU: Dillon,-David-A.
 TI: Perspectives: Self-Discovery through Writing Personal Journals.
 PY: 1983
 JN: Language-Arts; v60 n3 p373-79 Mar 1983
 AV: Reprint: UMI
 DE: Elementary-Education; Student-Teacher-Relationship;
 Writing-Composition
 DE: *Creative-Writing; *Self-Expression; *Teaching-Methods;
 *Writing-Instruction
 AB: Interviews Therese Craig, a drama educator at the University of Alberta, Canada, who discusses the nature and rationale of journal writing, as well as applications for its use in the classroom. (HTH)

AN: EJ388689
 AU: Dolbear,-Anne-L.
 TI: Let's Write a Poem.
 PY: 1989
 JN: Reading-Teacher; v42 n9 p740 May 1989
 AV: UMI
 DE: Class-Activities; Elementary-Education; Teaching-Methods;
 Writing-Exercises; Writing-Instruction
 DE: *Creative-Writing; *Poetry-
 AB: Describes how students enjoy poetry by writing cinquain poems. Provides an example lesson leading to a completed cinquain poem about tulips. (MM)

AN: EJ315085
 AU: Dyson, -Anne-Haas
 TI: Second Graders Sharing Writing: The Multiple Social Realities of a Literacy Event.
 PY: 1985
 JN: Written-Communication; v2 n2 p189-215 Apr 1985
 AV: UMI
 DE: Grade-2; Literacy-; Primary-Education; Writing-Instruction
 DE: *Group-Dynamics; *Learning-Processes; *Social-Influences; *Writing-Research
 AB: Examines one type of literacy event in a second-grade classroom--free writing--and, especially, its sharing time phase. (FL)

AN: ED236686
 AU: Dyson, -Anne-Haas
 TI: Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 1: The Kindergarten Data.
 PY: 1983
 NT: 240 p.
 PR: EDRS Price - MF01/PC10 Plus Postage.
 DE: Case-Studies; Classroom-Communication; Classroom-Observation-Techniques; Kindergarten-Children; Language-Patterns; Primary-Education; Student-Needs; Student-Teacher-Relationship; Teaching-Methods; Writing-Improvement
 DE: *Cognitive-Development; *Concept-Formation; *Language-Usage; *Writing-Processes; *Writing-Research; *Writing-Skills
 AB: The product of a study documenting the classroom writing behavior of three kindergarten and three second grade students, this research report focuses on the kindergarten data. Following an introductory chapter describing the theoretical assumptions underlying the project, the research questions posed, and the provisions made to insure reliable and valid data, chapter two cites related research on early literacy, describes the present study, and presents a case study of a male student. Chapter three offers case studies of two female students. Both chapters two and three contain descriptions of student writing tasks, copying and free writing skills, and school success and chapter four details three children's behavior while copying words. Chapter five records the study's findings, which include the following: (1) written language is a system the children reconstruct as they interact with the environment, (2) children look for patterns in the construction of writing tasks, (3) the decontextualized nature of written language poses a significant problem for the children, (4) separating meaning from encoding in writing

instruction does not help students learn how graphics and intentions are connected, and (5) personal interactions during writing affect writing strategies and outcomes. In addition, the report suggests the need to adapt school tasks to individual needs. Appendixes include observation sheets and recorded data. (MM)

AN: ED278012

AU: Ediger, -Marlow

TI: Developing the Language Arts Curriculum (A Collection of Essays).

PY: [1985]

NT: 194 p.

PR: EDRS Price - MF01/PC08 Plus Postage.

DE: Basic-Skills; Creative-Writing; Educational-Philosophy; Elementary-Education; Grammar-; Handwriting-; Linguistics-; Listening-; Poetry-; Reading-Writing-Relationship; Speech-Communication; Spelling-

DE: *Curriculum-Development; *Elementary-School-Curriculum; *English-Curriculum; *Language-Arts; *Reading-Instruction; *Writing-Composition

AB: Ranging across the language arts spectrum in the elementary school curriculum, this compilation of 36 essays is divided into eight main sections: (1) issues, theory, and philosophy of a language arts curriculum; (2) reading (includes "Developing the Reading Curriculum," "Determining Reading Levels," and "Reading: Basics versus Problem Solving"); (3) handwriting; (4) spelling (offers strategies and activities for improving spelling, and the suggestion that spelling can be correlated with other curriculum areas in the school/class setting); (5) linguistics (deals with patterns of sequences, expanding sentences, stress, pitch and juncture, and generating new sentences) and grammar (especially structural grammar); (6) oral communication (subdivided as creative expression in oral communication, and oral communication and the psychology of learning); (7) listening (focuses on diagnosis, the pupil and listening); and (8) writing and composition--the most extensive section (offers, among others, material entitled "Writing Achievement and the Basics," "The Child and Writing," "Creative Writing," and "Poetry in the Elementary School"). (NKA)

AN: ED299579

AU: Evertz, -Sally; And-Others

TI: The Write Way On. Resource Guide 2.

CS: New York State Education Dept., Albany.

PY: 1987

NT: 102 p.; The Arts and Learning Interdisciplinary Resources for Education Series. Resource guide originally developed through the

arts in education program of the Syracuse City School District, Syracuse, New York.

PR: EDRS Price - MF01/PC05 Plus Postage.

DE: Elementary-Education; Language-Arts; Reading-Writing-Relationship; Resource-Materials; Social-Studies; Writing-Exercises

DE: *Art-Education; *Creative-Writing; *Instructional-Materials; *Interdisciplinary-Approach; *Writing-Instruction

AB: Developed by teachers and project staff members, this guide is designed to provide the opportunity for the practice and extension of basic skills in reading, writing, and language arts and to increase student and faculty knowledge of creative writing as an art. The strategies in the guide supply teachers with alternatives from which to select activities for their classrooms (grades 2-6) and are designed to be taught through the partnership of a classroom teacher and a creative writer. The unit is designed to be an essential part of the social science curriculum, helping students to learn more of themselves, of others, and their places in the world community. The guide includes a description of strategy procedures, a sequential display guide, a concept progress display guide, and 53 strategy sheets. Each strategy sheet lists the topic, the concept, the objective, the resources, and the step by step procedures to implement the strategy. The strategy sheets include topics such as (1) writing a journal; (2) creative design; (3) authors and poets; (4) divergent thinking; (5) perception in writing; (6) careers in writing; (7) writing poetry; (8) captioning cartoons; (9) sequencing; (10) letter writing; (11) field trips; and (12) newspapers. The appendixes contain a glossary, story starters and ideas, paragraph starters, invented circumstances, selected list of poets and writers, list of Newbery and Caldecott award recipients, National Book Awards, sample evaluation instruments, examples of rhymed and unrhymed poetry, and information on locating and hiring an artist. (MS)

AN: ED286192

AU: Fallon,-Irmie; Johnson,-Mike

TI: Dealing with Feelings [and] A District-Wide Writing Assessment.

CS: North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PY: 1987

JN: Insights-into-Open-Education; v20 n2 Oct 1987

NT: 11 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

DE: Creative-Writing; Educational-Assessment; Elementary-Education; Elementary-School-Students; Expressive-Language; Kindergarten-Children; Letters-Correspondence; Student-Attitudes; Teacher-Role; Theory-Practice-Relationship

DE: *Psychological-Needs; *Student-Needs; *Writing-Evaluation;
*Writing-Instruction

AB: Intended for teachers who want to improve writing instruction in their kindergarten or elementary school classroom, this two-part guide offers ideas for kindergarten teachers to help their students express their feelings through writing and reports on a district-wide writing assessment in Grand Forks, North Dakota. The first part, which is divided into three sub-sections, offers ways kindergarten teachers can help students deal with their feelings of pain or abandonment through the writing or dictating of letters, discussion of problems, and the reading of stories about children's problems. The second part of the guide focuses on a 13-month assessment of sixth grade students' writing. Included is information about the development of definitions of good elementary school writing, the identification of district goals, the evaluation of criteria, and attendance at writing workshops. (JC)

AN: EJ346422

AU: Fitzgerald,-Jill; Teasley,-Alan-B.

TI: Effects of Instruction in Narrative Structure on Children's Writing.

PY: 1986

JN: Journal-of-Educational-Psychology; v78 n6 p424-32 Dec 1986

AV: UMI

DE: Coherence-; Correlation-; Creative-Writing;

Elementary-Education; Grade-4; Models-

DE: *Story-Grammar; *Story-Telling; *Writing-Composition;
*Writing-Instruction

AB: This study investigated the possibility that direct instruction in story constituents and their interrelations could enhance children's organization in story writing. It also investigated whether the special instruction might affect quality, coherence, use of temporal and casual relations, and creativity in writing. (Author/JAZ)

AN: ED247598

AU: Fowler,-Elaine-D.

TI: Practice and Feedback in Elementary School Writing Instruction.

PY: [1978]

NT: 26 p.

PR: EDRS Price - MF01/PC02 Plus Postage.

DE: Comparative-Analysis; Elementary-Education; Punctuation-;
Sentence-Structure; Spelling-; Teaching-Methods

DE: *Feedback-; *Self-Evaluation-Individuals; *Time-on-Task;
*Writing-Improvement; *Writing-Instruction; *Writing-Research

AB: An interest in conditions of practice and feedback led to a

study which examined the effect on writing by elementary school students of (1) two types of practice, both similar to "free focused writing"; (2) practice at a frequency greater than once a week; and (3) a procedure by which students measured their own performance and provided themselves with feedback. Subjects were 130 second, third, and fourth grade students from six schools, along with six teachers. Both treatment groups wrote for 15 minutes, three times a week, for 10 weeks and completed 5 pretreatment and 5 posttreatment exercises (which took two weeks), for a total of 12 weeks of writing. After each exercise, students counted the number of words they had written (regardless of errors) and recorded the total on a graph; the count was considered self-provided feedback as there was no teacher or peer feedback. There were no restrictions or suggestions on mode of writing, but students were given a sequence of general subjects and were permitted to move to another subject after writing on one. Results showed significant gains in both treatment groups, for groups of boys and girls, and for different grade levels in fluency, spelling, and other matters of correctness in wording. Significant gains were also found in some but not all aspects of sentence complexity and no differences were found between groups provided verbal and visual stimuli. (HOD)

AN: EJ371717

AU: Green,-Nigel

TI: Poetry and Children.

PY: 1988

JN: Reading; v22 n1 p8-14 Apr 1988

AV: UMI

DE: Elementary-Education; Interaction-; Learning-Processes;

Reading-Writing-Relationship; Student-Interests;

Student-Writing-Models; Teacher-Role;

Teacher-Student-Relationship; Writing-Instruction

DE: *Creative-Writing; *Poetry-

AB: Attributes older children's lack of interest in poetry to the way poetry is presented in school. Presents samples of children's writing which show that young children often express themselves through poetry. Suggests that, if children's genuineness of response is to be kept alive, teachers should act as encouragers, listeners, and collaborators. (ARH)

AN: EJ368624

AU: Greeves,-Adrian

TI: Learning from an Owl.

PY: 1988

JN: Use-of-English; v39 n2 p9-20 Spr 1988

DE: Creative-Development; Creative-Expression; Creative-Teaching; Elementary-Education; Foreign-Countries; Self-Esteem;

Student-Writing-Models; Teacher-Student-Relationship;
Teaching-Methods

DE: *Creative-Writing; *Writing-Instruction

AB: Describes one creative writing teacher's use of an owl as a focal point for writing activities and how the writing activities aided the students' personal and creative development. Provides samples of student writing. (ARH)

AN: EJ316603

AU: Hansen, -Jane

TI: Teachers Share Their Writing.

PY: 1985

JN: Reading-Teacher; v38 n9 p836-40 May 1985

AV: UMI

DE: Elementary-Education; Reading-Instruction;
Writing-Apprehension; Writing-Instruction; Writing-Processes

DE: *Creative-Writing; *Educational-Cooperation;

*Integrated-Activities; *Professional-Development; *Teacher-Role

AB: Describes a research project for teachers on reading and writing in which teachers meet regularly in small groups to share their creative writing. (EL)

AN: EJ375263

AU: Henney, -Maribeth

TI: Reading and Writing Interactive Stories.

PY: 1988

JN: Computing-Teacher; v15 n8 p45-47,60 May 1988

AV: UMI

DE: Curriculum-Development; Elementary-Education;
Listening-Skills; Oral-Language; Reading-Skills;
Writing-Processes; Writing-Skills

DE: *Authoring-Aids-Programing; *Computer-Assisted-Instruction;

*Courseware-; *Creative-Writing; *Reading-Writing-Relationship

AB: Describes a project designed to teach elementary students to write interactive stories using an authoring system called Story Tree. Benefits of the project are discussed, including the development of oral language, listening, reading, and writing skills; and problems with the authoring system, the writing process, and the curriculum integration are reviewed. (LRW)

AN: EJ381900

AU: Hester, -Patricia-O.

TI: The Found Poem.

PY: 1989

JN: Reading-Teacher; v42 n4 p342 Jan 1989

AV: UMI

DE: Class-Activities; Current-Events; Elementary-Education;
 Newspapers-; Student-Writing-Models; Writing-Instruction
 DE: *Creative-Writing; *Poetry-
 AB: Describes how freeform poetry can be created out of newspaper
 or magazine articles. Provides a sample student poem. (MM)

AN: EJ343650
 AU: Jones,-Garry
 TI: Children Create Class Stories.
 PY: 1986
 JN: Highway-One; v9 n2 p31-32 Spr 1986
 DE: Childrens-Literature; Elementary-Education;
 Reading-Writing-Relationship; Teaching-Methods;
 Writing-for-Publication
 DE: *Creative-Writing; *Writing-Instruction
 AB: Discusses how a teacher found that collaborative creative
 writing with the students motivated them to create, discuss,
 edit, and revise their own writing. (SRT)

AN: EJ343650
 AU: Jones,-Garry
 TI: Children Create Class Stories.
 PY: 1986
 JN: Highway-One; v9 n2 p31-32 Spr 1986
 DE: Childrens-Literature; Elementary-Education;
 Reading-Writing-Relationship; Teaching-Methods;
 Writing-for-Publication
 DE: *Creative-Writing; *Writing-Instruction
 AB: Discusses how a teacher found that collaborative creative
 writing with the students motivated them to create, discuss,
 edit, and revise their own writing. (SRT)

AN: ED294180
 AU: Kasten,-Wendy-C.; Clarke,-Barbara-K.
 TI: A Study of Third and Fifth Grade Students' Oral Language
 during the Writing Process. Research Bulletin.
 CS: Florida Educational Research and Development Council, Inc.,
 Sanibel.
 PY: 1987
 JN: Florida-Educational-Research-and-Development-Council-Research-Bul
 letin; v19 n4 Spr 1987
 AV: FERDC, PO. Box 506, Sanibel, FL 33957 (\$3.00 single copy;
 \$10.00 annual subscription; 10% discount on orders of 5 or more
 copies).
 NT: 26 p.
 PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DE: Creative-Writing; Elementary-Education; Grade-3; Grade-5;
Naturalistic-Observation; Student-Writing-Models;
Writing-Instruction; Writing-Research

DE: *Oral-Language; *Writing-Processes

AB: As an extension of a two-year longitudinal study involving various aspects of children's writing, a study examined the function of children's oral language during creative writing sessions in typical classroom settings. Using ethnographic style techniques, researchers conducted 46 writing episode observations of seven fifth graders in the spring of 1985, and 21 observations of six fifth graders and 36 observations of seven third graders in the fall of 1985. Both free writing (journal writing) and structured writing assignments were observed. Data consisted of verbatim copies of the student's written text, and notes of all behaviors and language exchanges occurring during the writing episode. Each incidence of language was examined and judged according to Kasten codes (consideration/pre-writing comments, language during text production, reconsideration of text language, other writing related comments, language unrelated to writing, and undetermined language). In addition, the same utterances were then reviewed according to Halliday codes for language functions (instrumental, regulatory, heuristic, interactional, personal, imaginative, and informative). Results indicated that the language which accompanied writing was not only highly related to the writing process, but also facilitated learning opportunities. (Two figures, two tables of data, and 12 references are included.) (MM)

AN: EJ292630

AU: Lindsay, -G.-A.; McLennan, -D.

TI: Lined Paper: Its Effects on the Legibility and Creativity of Young Children's Writing.

PY: 1983

JN: British-Journal-of-Educational-Psychology; v53 n3 p364-68 Nov 1983

DE: Elementary-Education

DE: *Creativity-; *Handwriting-; *Paper-Material;
*Writing-Composition

AB: Two pieces of free writing by children six to nine years old were rated for creativity and legibility. Creativity was found to be unaffected by the type of paper (lined or unlined) used. However, young children's legibility was greater with unlined paper, while the opposite was true of the older children.
(Author/GC)

AN: EJ362211

AU: Manning, -Maryann; And-Others

TI: Journals in First Grade: What Children Write.

PY: 1987
 JN: Reading-Teacher; v41 n3 p311-15 Dec 1987
 AV: UMI
 DE: Childrens-Art; Creative-Writing; Grade-1; Language-Skills;
 Narration-; Primary-Education; Reading-Writing-Relationship;
 Writing-Readiness; Writing-Research
 DE: *Content-Analysis; *Writing-Processes; *Written-Language
 AB: Describes a study in which twenty first grade students wrote
 daily in journals, which were then analyzed at the end of the
 school year. (JC)

AN: ED284268
 AU: Marlow,-Leslie
 TI: Writing: An Experiential Approach.
 PY: [1987]
 NT: 8 p.
 PR: EDRS Price - MF01/PC01 Plus Postage.
 DE: Classroom-Environment; Creative-Teaching; Creative-Writing;
 Expository-Writing; Language-Acquisition; Primary-Education;
 Student-Attitudes; Student-Interests;
 Teacher-Student-Relationship; Teaching-Methods;
 Writing-Exercises; Writing-Readiness
 DE: *Child-Language; *Content-Area-Writing; *Creativity-;
 *Experiential-Learning; *Prewriting-; *Writing-Instruction
 AB: Small children are very imaginative, and teachers should
 provide varied experiences to encourage continued growth of their
 imaginations. Classroom instructional settings can be full of
 discovery and learning if teachers provide many prewriting
 opportunities that allow children to discover opportunities for
 writing. These experiences should cut across the curriculum and
 include writing, speaking, drawing, and listening to encourage
 children to make the best of both their imagination and their
 knowledge. Important tasks for teachers are helping students
 learn when to use knowledge and when to use imagination, when to
 talk, and when to listen. For example, children can be allowed to
 engage in many different kinds of handwriting activities, such as
 informal, personal, creative, and letter writing. Such activities
 can be used to teach children about appropriate
 choices--answering abstract questions can take concrete form;
 personal questions can stimulate creative responses; spontaneous
 events can inspire writing about classroom surroundings; the
 experiences of others (such as parents) can inspire children to
 live vicariously; and everyday experiences can provide endless
 themes for writing. Teachers should also be aware that varied
 writing topics require wider audiences, and provide children with
 outlets for writing for others. (Samples of children's writing
 occur throughout the document.) (SKC)

AN: EJ343578
 AU: Mavrogenes, -Nancy-A.
 TI: What Every Reading Teacher Should Know about Emergent Literacy.
 PY: 1986
 JN: Reading-Teacher; v40 n2 p174-78 Nov 1986
 AV: UMI
 DE: Creative-Writing; Educational-Theories; Learning-Processes; Literacy-; Primary-Education; Teacher-Role; Writing-Research
 DE: *Integrated-Activities; *Language-Acquisition;
 *Reading-Instruction; *Reading-Writing-Relationship;
 *Theory-Practice-Relationship; *Writing-Instruction
 AB: Reviews recent research showing that creative composition should begin in kindergarten. Presents practical ways teachers can help young children learn to write and thus to read. (FL)

AN: EJ345216
 AU: Mikkelsen, -Nina
 TI: The Power of Story.
 PY: 1987
 JN: Language-Arts; v64 n1 p61-72 Jan 1987
 AV: UMI
 NT: Theme Issue: Literature and Literacy.
 DE: Child-Language; Discovery-Processes; Educational-Research; Elementary-Education; Learning-Strategies; Reading-Interests
 DE: *Discovery-Learning; *Educationally-Disadvantaged;
 *Self-Concept; *Story-Telling; *Writing-Instruction;
 *Writing-Processes
 AB: Records the progress of an educationally disadvantaged immigrant child in a literacy workshop for fifth graders, including the teacher's observations of what the child read and wrote. Claims that writing requires more attention in the classroom to help children develop a coherent mental picture of themselves and their place in the world. (JD)

AN: EJ297503
 AU: Morris, -Judy-K.
 TI: Raising Their Voices: A Way to Make Writing Matter to Kids.
 PY: 1984
 JN: Learning; v12 n9 p36-38 Apr-May 1984
 AV: UMI
 DE: Creative-Writing; Elementary-Education; Motivation-Techniques
 DE: *Self-Expression; *Skill-Development; *Teaching-Methods;
 *Writing-Skills
 AB: When children are taught to appreciate the freedom and power of self-expression, they become motivated to master writing skills. Ways of encouraging creative writing in the classroom are offered. (DF)

AN: ED300778
 AU: Newman, -Judith-M., Ed.
 TI: Whole Language: Theory in Use.
 PY: 1985
 AV: Heinemann Educational Books, Inc., 70 Court St., Portsmouth,
 NH 03801 (\$15.00).
 NT: 204 p.
 PR: Document Not Available from EDRS.
 DE: Curriculum-Development; Elementary-Education;
 Journal-Writing; Reading-Research; Teaching-Methods;
 Writing-Research
 DE: *Class-Activities; *Reading-Instruction;
 *Theory-Practice-Relationship; *Writing-Instruction
 AB: To show how whole language theory can be put into practice,
 this collection of articles, many written by practicing teachers,
 suggest ways that teachers can help students become active
 participants in their own learning. Following an introduction,
 chapters and their authors consist of: (1) "Insights from Recent
 Reading and Writing Research and Their Implications for
 Developing Whole Language Curriculum" (Judith M. Newman); (2)
 "What Teachers Are Demonstrating" (Meredith Hutchings); (3)
 "Andrew and Molly: Writers and Context in Concert" (Wayne
 Serebrin); (4) "Using Children's Books To Teach Reading" (Judith
 M. Newman); (5) "From Sunny Days to Green Onions: On Journal
 Writing" (Sumitra Unia); (6) "To Judith: A Look at a Child's
 Writing Development through His Letters" (Judith M. Newman); (7)
 "Learning To Spell" (Olga Scibior); (8) "The Message Board:
 Language Comes Alive" (Reta Boyd); (9) "What about Reading?"
 (Judith M. Newman); (10) "Text Organization: Its Value for
 Literacy Development" (Susan Church); (11) "Conferencing: Writing
 as a Collaborative Activity" (Judith M. Newman); (12) "It Makes
 You Feel Needed: Students as Teachers" (Judy Mossip); (13)
 "Activity Cards" (Winniefred Kwak and Judith M. Newman); (14)
 "Mealworms: Learning about Written Language through Science
 Activities" (Judith M. Newman); (15) "The War of the Words"
 (Susan Church); (16) "Yes, They Can Learn" (James Boyer); (17)
 "Danny: A Case History of an Instructionally Induced Reading
 Problem" (Susan Church and Judith M. Newman); and (18) "Yes,
 That's an Interesting Idea, But...: On Developing Whole Language
 Curriculum" (Judith M. Newman). A bibliography of books and
 articles on the whole language classroom is appended. (MM)

AN: ED226346
 AU: Petry, -Anne-K.
 TI: Where the Real Things Are.
 PY: [1980]
 NT: 18 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

DE: Concept-Formation; Critical-Thinking; Elementary-Education; Hypothesis-Testing; Instructional-Improvement; Learning-Activities; Questioning-Techniques; Science-Instruction; Social-Studies; Student-Teacher-Relationship; Writing-Instruction

DE: *Discovery-Learning; *Inquiry-; *Integrated-Activities; *Student-Interests; *Teaching-Methods; *Writing-Exercises

AB: When teachers present students with real topics in science and social studies instead of artificial, abstract writing exercises, the students will both develop and extend their interests and learn to think and communicate clearly about them. Choosing such a topic provides an opportunity to discuss student interests. Next, list building and small group discussion can be used to find out what the children know about the topic and how their knowledge is organized. When new information is presented, the teacher must guide the children's observation, stressing capacity for appreciation as well as accuracy and keenness. Children should be encouraged to use more and more properties to classify data and to realize that there is no single "right" way to classify. Recording what they have classified helps children remember what they have learned and is in itself a way to communicate clearly to others. Questions encourage students to hypothesize and help them understand the process of decision making. The way a teacher presents data can help students realize that inferences are not absolute truths and that there is room for opposite opinions. A reprise exercise reviewing the steps that led to a hypothesis and repeating the opening listing activity provide effective reminders of how far the students have come. An inquiry nearing completion also points the way to the next one. (JL)

AN: EJ310435

AU: Player, -Corrie

TI: Creative Writing--100 Ways to Describe a Grape.

PY: 1984

JN: Momentum; v15 n4 p44-45 Dec 1984

AV: UMI

DE: Elementary-Education; Writing-Processes

DE: *Class-Activities; *Creative-Writing; *Writing-Instruction

AB: Describes techniques used in a 9-week unit in creative writing for elementary school children. Emphasizes the importance of learning that thinking, reading, and writing are facets of the same processes. Lists readings and books to read aloud and imitate. (DMM)

AN: EJ381764

TI: Practical Teaching Ideas (In the Classroom).

PY: 1988

JN: Reading-Teacher; v42 n2 p172-80 Nov 1988
 AV: UMI
 DE: Art-Appreciation; Biographies-; Elementary-Education;
 Journal-Writing; Oral-Reading; Parent-School-Relationship;
 Reading-Material-Selection; Spelling-Instruction;
 Teaching-Methods; Verbal-Development; Vocabulary-Development
 DE: *Reading-Instruction; *Writing-Instruction
 AB: Describes 13 practical ideas for classroom teaching at the
 elementary level, including writing classmates' biographies,
 keeping a class diary, and improving emergent readers' vocabulary
 with word cards. (MM)

AN: EJ360628
 AU: Rensenbrink, -Carla
 TI: Writing as Play.
 PY: 1987
 JN: Language-Arts; v64 n6 p597-602 Oct 1987
 AV: UMI
 DE: Elementary-Education; Peer-Relationship; Student-Attitudes;
 Teaching-Methods
 DE: *Creative-Writing; *Imagination-; *Play-;
 *Writing-Instruction
 AB: Reveals ways to help students learn that writing can be
 similar to play, in that they can use their imaginations to
 create new settings and even new worlds. Suggests using toys,
 imaginary trips, and including friends in stories as inspiration
 for writing. (SKC)

AN: ED278013
 AU: Rosen, -Lois-M.; Wright, -Marian-E.
 TI: Supporting the Process of Change: It Takes More Than a
 Workshop or Two.
 PY: [1986]
 NT: 25 p.
 PR: EDRS Price - MF01/PC01 Plus Postage.
 DE: Classroom-Research; Classroom-Techniques;
 College-School-Cooperation; Creative-Writing; Diaries-;
 Elementary-Education; Middle-Schools;
 Revision-Written-Composition; Skill-Development;
 Student-Publications; Student-Writing-Models;
 Teacher-Student-Relationship; Theory-Practice-Relationship;
 Writing-Evaluation; Writing-Improvement
 DE: *Classroom-Environment; *Curriculum-Development;
 *Writing-Instruction; *Writing-Processes
 AB: The Flind Middle Schools Writing Inservice Project grew out
 of the conviction that improving students' writing was a matter
 not of increased emphasis on sentence structure, grammar, or
 form, but rather of a change in the thinking about how writing

should be taught. The project grew from a brief conference to a two-year commitment on the part of leaders (a University of Michigan faculty member and a Flint Community Schools staff consultant), teachers, and students. In after school workshops teachers were asked to adopt a writing process model that moved students through a full gamut of steps and stages in composing. Project leaders visited all the classrooms involved, not to evaluate, but to interact with students and teachers when the students were involved in writing and to offer individual help. Each workshop focused on a different phase of the writing process (creating the accepting environment, drafting, revision, etc.), and teachers discussed their successes and problems, worked on their own writing, and collected notes. In the second year modeling techniques were used extensively in the classroom, and there was more peer feedback about revision and editing, as well as publication of student writing. The project was a success, probably because of the university/school district collaboration and the workshop/classroom visit structure. (NKA)

AN: EJ305344
 AU: Soloman,-Gloria
 TI: Getting Students to Write.
 PY: 1984
 JN: Principal; v63 n5 p21-27 May 1984
 AV: UMI
 DE: Elementary-Education; School-Community-Programs;
 Writing-Composition
 DE: *Community-Involvement; *Creative-Writing; *Volunteers-;
 *Writing-Evaluation; *Writing-Improvement; *Writing-Skills
 AB: Describes an elementary school creative writing program involving lay-readers, which leads to increased creativity, more enthusiasm for writing, and better writing skills. (DCS)

AN: EJ364706
 AU: Stanton,-Ruth
 TI: The Reader as Hero.
 PY: 1987
 JN: Canadian-Journal-of-English-Language-Arts; v11 n3 p56-57 Fall 1987
 AV: UMI
 DE: Childhood-Interests; Computer-Uses-in-Education;
 Creative-Writing; Elementary-Education; Reading-Instruction;
 Student-Attitudes
 DE: *Reading-Writing-Relationship; *Student-Motivation;
 *Teaching-Methods
 AB: Suggests that reluctant learners can be motivated to read and write if the teacher writes a story in which the student is the hero. Notes that students may be persuaded to write their own

stories with themselves as heroes and share them with friends.
(JC)

AN: EJ364669
AU: Stephens,-Diane
TI: Empowering Learning: Research as Practical Theory.
PY: 1987
JN: English-Education; v19 n4 p220-28 Dec 1987
AV: UMI
DE: Classroom-Environment; Cognitive-Development;
Cognitive-Style; Elementary-Education; Inquiry-;
Learning-Disabilities; Learning-Motivation; Learning-Problems;
Learning-Processes; Student-Attitudes;
Teacher-Student-Relationship; Teaching-Styles;
Writing-Instruction
DE: *Discovery-Learning; *Learning-Strategies
AB: Suggests that learning comes about by recognizing anomalies,
experiencing doubt, and making subsequent changes, and uses a
study undertaken in a classroom for learning disabled students to
illustrate. (JC)

AN: ED290161
AU: Teale,-William-H.; Martinez,-Miriam-G.
TI: Connecting Writing: Fostering Emergent Literacy in
Kindergarten Children. Technical Report No. 412.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois
Univ., Urbana. Center for the Study of Reading.
PY: 1987
NT: 28 p.; Portions of this paper were presented at the
Conference on Reading and Writing Connections (Urbana, IL,
October 19-21, 1986).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Basic-Skills; Classroom-Environment; Cognitive-Development;
Creative-Dramatics; Creative-Expression; Creative-Writing;
Literacy-; Primary-Education; Student-Writing-Models
DE: *Kindergarten-; *Reading-Writing-Relationship;
*Writing-Instruction; *Writing-Skills
AB: Based on the perspective on childhood literacy which assumes
that listening, speaking, reading, and writing abilities develop
concurrently and interrelatedly rather than sequentially, a
kindergarten literacy program was implemented in classrooms in
San Antonio, Texas, to influence young childrens' writing
development. Writing was linked with other activities in the
childrens' lives and with other subject areas in the curriculum,
and these connections included: (1) using writing for functional
purposes (for example, writing to pen pals, creating shopping
lists and menus); (2) linking writing with reading, which
involves students reading their written work aloud; and (3)

connecting writing with children's literature through various response activities (creative dramatics, artwork, imitative writings). Connecting kindergarten writers with each other is another important factor in beginning writing development. (Student writing samples, a chart analyzing writing systems before and after creative dramatics, and an extensive list of references are appended.) (MM)

AN: EJ370908

AU: Tompkins,-Gail-E.; Camp,-Donna-J.

TI: RX for Writer's Block.

PY: 1988

JN: Childhood-Education; v64 n4 p209-14 Apr 1988

AV: UMI

DE: Brainstorming-; Elementary-Education

DE: *Elementary-School-Students; *Prewriting-; *Teaching-Methods;
*Writing-Improvement; *Writing-Instruction

AB: Describes four prewriting techniques that elementary and middle grade students can use to gather and organize ideas for writing, and by so doing, cure writer's block. Techniques discussed are: (1) brainstorming; (2) clustering; (3) freewriting; and (4) cubing.

GETTING COPIES OF THE ITEMS DESCRIBED IN THE ERIC DATABASE:

The items described in the ERIC database have either an "ED" or an "EJ" number in the first field. About 98% of the ED items can be found in the ERIC Microfiche Collection. The ERIC Document Reproduction Service (EDRS) in Alexandria, Virginia can produce either microfiche or paper copies of these documents for you. Check the accompanying list of ERIC Price Codes for their current prices.

Alternatively, you may prefer to consult the ERIC Microfiche Collection yourself before choosing documents to copy. Over 600 libraries in the United States subscribe to this collection. To find out which libraries near you have it, you are welcome to call the ERIC Clearinghouse on Reading and Communication Skills at (812) 855-5847. Most such libraries have equipment on site for inexpensive production of paper copies from the fiche.

For those few ED-numbered items not found in the Microfiche Collection, check the availability (AV) field of the citation to get information about the author, publisher, or other distributor.

Items with an EJ number in the first field of the citation are journal articles. Due to copyright restrictions, ERIC cannot provide copies of these articles. Most large college or university libraries subscribe to the journals in which these articles were published, and the general public can read or copy the articles from their collections. Should you want copies of articles which appeared in journals not owned by your nearest university library, arrangements usually can be made via interlibrary loan; there frequently is a nominal charge for this, which is set by the lending library. If you are a faculty member, staff member, or student at the university, just ask at your library's reference desk.

For all other categories of users, most universities cannot provide interlibrary services. However, public libraries---which are there to serve all area residents---typically are hooked into statewide lending networks designed to ensure that all state residents have access to materials of interest. Ask your local public librarian about interlibrary loan policies, charges, etc.

There are also two professional reprint services which have obtained permission from some journals to sell article copies. These are University Microfilms International (Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, Michigan 48106---(800) 732-0616), and the Institute for Scientific Information (Original Article Tear Sheet Service, 3501 Market Street, Philadelphia, Pennsylvania 19104---(800) 523-1850). At the time of this publication, UMI charged \$10.75 per article regardless of length, and ISI charged \$9.50 for the first ten pages, plus \$2.00 for each additional ten pages or fraction thereof. However, please check with them for current prices before ordering.

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1- 25	\$ 2.03
PC 02	26- 50	4.06
PC 03	51- 75	6.09
PC 04	76- 100	8.12
PC 05	101- 125	10.15
PC 06	126- 150	12.18
PC 07	151- 175	14.21
PC 08	176- 200	16.24
PC 09	201- 225	18.27
PC 10	226- 250	20.30
PC 11	251- 275	22.33
PC 12	276- 300	24.36
PC 13	301- 325	26.39
PC 14	326- 350	28.42
PC 15	351- 375	30.45
PC 16	376- 400	32.48
PC 17	401- 425	34.51
PC 18	426- 450	36.54
PC 19	451- 475	38.57
PC 20	476- 500	40.60
PC 21	501- 525	42.63
PC 22	526- 550	44.66
PC 23	551- 575	46.69
PC 24	576- 600	48.72
PC 25	601- 625	50.75
PC 26	626- 650	52.78
PC 27	651- 675	54.81
PC 28	676- 700	56.84
PC 29	701- 725	58.87
PC 30	726- 750	60.90
PC 31	751- 775	62.93
PC 32	776- 800	64.96
PC 33	801- 825	66.99
PC 34	826- 850	69.02
PC 35	851- 875	71.05
PC 36	876- 900	73.08
PC 37	901- 925	75.11
PC 38	926- 950	77.14
PC 39	951- 975	79.17
PC 40	976-1,000	81.20

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1- 480	1-5	\$.86
MF 02	481- 576	6	1.03
MF 03	577- 672	7	1.20
MF 04	673- 768	8	1.37
MF 05	769- 864	9	1.54
MF 06	865- 960	10	1.71
MF 07	961-1,056	11	1.88
MF 08	1,057- 1,152	12	2.05
MF 09	1,153-1,248	13	2.22
MF 10	1,249-1,344	14	2.39
MF 11	1,345-1,440	15	2.56
MF 12	1,441-1,536	16	2.73
MF 13	1,537-1,632	17	2.90
MF 14	1,633-1,728	18	3.07
MF 15	1,729-1,824	19	3.24

ADD \$0.17 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

HOW TO ORDER ERIC DOCUMENTS
EDRS **ERIC**[®] **DOCUMENT REPRODUCTION SERVICE**
 7420 FULLERTON ROAD, SUITE 110
 SPRINGFIELD, VA 22153-2852
 OPERATED BY
 CINCINNATI BELL INFORMATION SYSTEMS (CBIS) FEDERAL
 800-443-3742 703-440-1400

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	TOTAL UNIT COST
		MF	PC		
TOTAL NO. OF PAGES				SUBTOTAL	

UNIT PRICE SCHEDULE			RESIDENTS OF VA, MD AND DC - ADD APPLICABLE SALES TAX
MICROFICHE (MF)	PAPER COPY (PC)		
NUMBER PAGES EACH ED # PRICE CODE Price 1 to 6 (up to 480 pages) MF01 \$1.16 Each additional microfiche (additional 96 pages) \$.25	NUMBER PAGES EACH ED # PRICE CODE Price 1 to 25 PC01 \$3.12 Each additional 25 pages \$3.12	SHIPPING CHARGES TOTAL COST	

CHARTS FOR DETERMINING SHIPPING CHARGES

U.S. POSTAL SERVICE		1st CLASS POSTAGE FOR			MICROFICHE ONLY	
1-7 Microfiche ONLY \$0.29	8-19 Microfiche ONLY \$0.52	20-30 Microfiche ONLY \$0.75	31-42 Microfiche ONLY \$0.98	43-54 Microfiche ONLY \$1.21	55-67 Microfiche ONLY \$1.44	68-80 Microfiche ONLY \$1.67

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY*
 *UPS will not deliver to a P.O. Box Number. A Street Address must be provided.

1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed \$2.79	2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed \$3.30	3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed \$3.74	4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed \$4.09	5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed \$4.31	6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed \$4.53	7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed \$4.77	8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed \$5.17-\$5.94
--	--	---	---	---	--	---	---

NOTE—Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

SEE REVERSE FOR EXPEDITED DOCUMENT DELIVERY SERVICE

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MasterCard or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.



WE HONOR
BOTH



- ☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)
☐ MasterCard ☐ VISA

Account Number _____ Expiration Date _____

Signature _____

☐ Deposit Account Number _____

Signature _____

ENTER "SHIP TO" ADDRESS _____

CALL TOLL FREE 1-800-443-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK
 ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

EXPEDITED DOCUMENT DELIVERY

Expedited delivery of ERIC documents is available.

- Call in your order 24 hours a day toll free 1-800-443-ERIC (3742).
- Fax your order 24 hours a day 703-440-1408.

Your order will be shipped to you, by the method you select, on the fifth (5th) working day after receipt.

To insure expedited receipt, request shipment by either:

- USPS Express Mail
- Federal Express
- UPS Next Day Air
- FAX transmission of your document

Shipping and FAX transmission charges will be added to the cost of the document(s) by EDRS.

These requesting and delivery methods are in addition to the 3-day delivery services available in response to orders received through the use of on-line data base services.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of *Resources in Education* (RIE) are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at \$0.111 per microfiche. If you prefer a silver halide film base, the cost is \$0.225 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing \$1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of *Resources in Education* (RIE) since 1966 are available on microfiche at a unit price of \$0.131 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986, collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information, write or call toll free 1-800-443-ERIC (3742).

GENERAL INFORMATION

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research and Improvement/Contracts and Grants Management Division.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CBIS Federal.

3. REPRODUCTION

Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

CBIS FEDERAL MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

CBIS Federal will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CBIS Federal. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER

a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS

Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of \$300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)

A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE

Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 180 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.